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ABSTRACT

A survey was conducted in Sweden and the United States to assess parents' perceptions of early childhood programs. A stratified random sample of parents whose children were involved in early childhood programs was identified in St. Louis County, Minnesota, and Kronobergs Lan, Smaland, Sweden. In the first section of the five-part survey, parents indicated the degree to which they agreed or disagreed with statements about such topics as governmental support of children and families. Compared to Minnesotans, more parents in the Swedish sample felt that the government supports early childhood programs. Parents in the United States used early childhood programs as a support mechanism to increase their confidence in child rearing. In the remaining four sections of the survey, parents rated the importance of various types of parental involvement and of various materials, activities, and caregiver actions in their children's programs. In general, parents in Sweden valued informal contact and inner-directed creative materials and activities, while parents in the United States valued confining activities, such as rote counting, community-based experiences, and compliance with adult expectations. A 10-page discussion of family life and early childhood education in both countries precedes the survey report. (RH)

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A Cross-Cultural Study of Parents' Perceptions of Early Childhood Programs

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Abstract

Cross-cultural studies in early childhood education assist in expanding perspectives and gaining increased understanding and appreciation of programs in other countries. Because both Sweden and the United States are interested in parent involvement in early childhood programs, a survey was conducted to assess parent's perceptions of these programs.

Following a review of family life and early childhood education in Sweden and the United States are the specific components of the cross-cultural study. A stratified random sample of parents whose children were involved in early childhood programs was done in St. Louis County, Minnesota, United States and Kronobergs Lan, Småland, Sweden. In the first section of the five part survey, parents indicated the degree to which they agreed or disagreed with statements about such areas as governmental support of children and families. Parents in Sweden felt more support of the government, whereas parents in the United States used early childhood programs as a support mechanism to increase their confidence. In the other four sections of the survey, parents rated the importance of various types of parental involvement and the importance of various materials, activities, and caregiver actions in their children's programs. In general, parents in Sweden valued informal contact and inner-directed creative materials and activities. Parents in the United States values more confining activities such as rote counting, community based experiences, and compliance with adult expectations.

The influence of the macro-society on parents' perceptions as well as micro-system interactions and environments is evident in this study. As early childhood educators learn about and adapt new ideas to their own programs, the potential of cross-cultural studies becomes realized in improved opportunities for young children and their families.

Cross-cultural experiences and study can broaden horizons, elicit comparisons, generate examination of current practice and extend perspective-taking. Across the world, exchanges of information and ideas have led to the creation of support networks and improved practice in early childhood education (Canning, 1986; Chasen, 1978; Dare, 1981; Deer & Kelly, 1982; Ebbeck, 1985; Llano, 1984; Lewis, 1984; Marradi, 1982; Pence, 1979; Pugh, 1982; Sidel, 1982; Sigsgaard, 1984; Sigston, Kerfoot, & Daly, 1985; Van Der Eyken, Osborn, & Butler, 1984; Wadsworth, 1981; Wills, 1985; Zaporozhets, 1984; Zu, 1982). Increased appreciation of both universal and culture-specific needs related to the young child has developed (Chazen, 1978; Roher, 1982; Saraxho & Spodek, 1983; Sigsgaard, 1984; Thomas, 1986). Continued growth is suggested as further cross-cultural studies are undertaken. In two counties already tied together by sister-state and sister-city agreements as well as university exchanges--Kronobergs Lan, Småland, Sweden, and St. Louis County, Minnesota, United States--a desire arose to conduct a cross-cultural study in early childhood education. Because there is concern for parent input and involvement in early childhood education in both counties, a study of parent perceptions of various aspects of early childhood programs

was implemented (Biber, 1984; Bloom, 1982). The purpose of the study was to increase understanding of early childhood education and child care issues which would lead to improved programming for young children and their families in both counties.

Before describing the details of the study, a discussion of family life and early childhood education in Sweden and the United States will be given. This background will provide a way to interpret the study's findings.

BACKGROUND

Family Life in Sweden and the United States

In Sweden, more than seventy percent of the women are employed outside the home, over sixty percent of young women are cohabitating, and thirty-six percent of all marriages end in divorce. Family allowances are paid out for all children below sixteen years. Father or mothers have a paid right to stay at home with their children during their first year of life (Popenoe, 1987; Swedish Institute, 1986; Swedish National Board for Social Welfare, 1982). Currently, Swedish citizens are debating whether this leave should be extended from one year to two or three years. One parent with a child under eight, usually the mother, can reduce working time by two hours a day, without compensation. A common right which gives children and parents more time to spend together is the the minimum five-week paid vacation. In addition, if the child is sick, a parent may stay at home for sixty days per year with pay (Bohlin, 1984).

Besides the rights Swedish parents enjoy, other factors contribute to the stability of life for Swedish children. There is a law which forbids corporal punishment and abuse of children. Government support ensures that all people have adequate housing, clothing, food, and medical care. Children usually move fewer than four times by the time they are sixteen. Since television is available on two channels in the evening, children spend only one-half hour per day watching "non-violent" television (Bohlin, 1984; Popenoe, 1987).

In the United States, studies about the American family show that the mother's "paid" employment has increased dramatically. In 1965, only fifteen percent of women with children under six worked outside the home; current projections are that over seventy percent of these women will be employed outside the home by 1990. Around forty percent of marriages end in divorce and every fourth child is growing up in a one-parent family, most of them with their mother who often lives in poverty. Estimates suggest that 500,000 children under the age of six lack adequate clothing, food, shelter, and medical care (Fosburg, 1981; Linder, 1986; Popenoe, 1987). The average family in the United States moves fourteen times while the children are growing up. A sixteen-year-old

child has spent more hours watching sometimes "violent" television than that child has spent in school. Suicide and violence have increased in all social classes in the United States (Linder, 1986).

Early Childhood Programs in Sweden and the United States

Three aspects of early childhood programs in Sweden and the United States will be examined: structure and organization, goals and curriculum, and physical environments. This comparative examination will highlight both similarities and differences in programs.

Structure and Organization of Early Childhood Programs

In Sweden, the supervisory authority for early childhood programs is the National Board of Health and Welfare which also develops national goals. This authority is then filtered to the County and Municipal boards who administer the programs at the local level. This very centralized approach assures similarity of experience for all children (Schyl-Bjurman, 1982; Swedish National Board for Social Welfare, 1981 & 1983).

There are four major types of early childhood programs in Sweden: nursery schools, open preschools, day nurseries, and family day care. Nursery schools are provided free of charge for three hours per day to all six-year-old children (similar to half-day kindergartens in the United States). Day nurseries and family day care provide child care and

education to children from one and one-half years to seven years in "mixed age" groupings. Fees are paid on a sliding scale depending on income. Open preschools provide a place, free of charge, for family day care providers and parents who are at home with their children to come for informal child and adult interaction (Simmons-Christensen, 1978). See Figures 1 and 2.

Insert Figures 1 and 2 about here.

Training and salaries are comparable across all early childhood programs. Child nurses have one year of training plus experience with young children. Early childhood educators have three years of university training and are the "lead teachers" in programs. Family day care providers have 100 hours of training (Kruser, 1985).

In the United States, early childhood programming is decentralized. States and local communities have varying degrees of responsibility for different types of programs (Child Care Licensing, 1986). Currently there is an effort to pass much needed federal legislation to improve the quality, supply, and affordability of early child care programs (Children's Defense Fund and Alliance for Better Child Care, 1986).

In Minnesota, there are six types of early childhood programs. Group care and family day care are licensed by the Social Services Department and provide care and education on a sliding fee scale for children six weeks to twelve years (Department of Human Services, 1984 and 1985). Nursery schools provide a half-day educational and social experience for children from approximately two and one-half years to five years. (Note: Kindergartens are associated with the formal elementary school system and provide half or full day programs for five year olds.) Headstart is a federally funded program with documented effectiveness (Schweinhardt & Weikart, 1986). It provides compensatory education for young children from families with low income; this program, which emphasizes parent involvement, is free to all involved.

Special education/early childhood programs also have federal funding administered through the states to provide free services to young children and their families (Fallen & Unansky, 1985). Early childhood family education in Minnesota is funded through state mandated local tax levies and provides parent education and child programs--parents and children come to first work together in a prepared enviornment, and then to separate, with parents having discussion related to child rearing and children having a regular early childhood program (Council on Quality Education, 1981).

Salaries and training vary greatly. For example, family day care providers must be eighteen years old, morally fit, must take yearly in-service training, and have licensed facilities. Salaries are based on fees received. In contrast, an early childhood family educator or early childhood special educator has a four year bachelor's or five-year master's university degree and earns salaries and benefits on the same level as those earned elementary and secondary teachers (Board of Teaching, 1985).

In summary, Swedish early childhood programs are structured from a centralized authority with governmental responsibility for the care and nurturance of young children and their families. In the United States, early childhood programs are decentralized with a variety of private and public responsibility for child care and education. Sweden has an open preschool for the benefit of family day care and parent providers, while the United States (Minnesota) has more structured parent education and support programs, programs especially for children from lower socio-economic levels, and carefully designed programs for young children with special needs.

Goals and Curriculum of Early Childhood Programs

The goals for early childhood programs as delineated in Stockholm include five major areas--democracy, equality,

solidarity, security, and responsibility. The subject areas include language, pictorial and plastic arts, sound and movement, social environments, and natural environments (Swedish National Board for Social Welfare, 1981).

Insert Figure 3 about here.

The concern for group as well as individual development is prominent in Swedish preschools. According to the Social Services Act (Swedish National Board for Social Welfare, 1982), the preschool should lay the foundation that will enable children to apply knowledge to improve their own and other peoples' living conditions and that will provide a conscious motivation to influence and change society. By growing and developing together with other children, preschoolers are taught responsibility, solidarity, and the development of friendship and feelings for one another.

This concern for others and the improvement of society is evident in the way children use materials and engage in learning experiences (Korpi, 1983; Karrby, 1976; Noren-Bjorn, 1980). For example, children use the work bench to repair broken materials in addition to creating of fantasy items. Children participate in dramatic play which includes carefully designed "doll care" learning experiences through which they are taught kindness and gentleness. Skills are then applied to interpersonal

encounters within the "multi-age" family groupings of the care center. When problems arise, children discuss issues and arrive at mutually agreed upon group solutions.

In the United States, goals and curricula for early childhood programs are developed locally and each program varies in its priorities. For example, one program may emphasize social interaction and socialization, while another may describe itself as a cognitive-developmental program (Biber, 1984; Carlson & Larson, 1985; Feeny, 1985; Lay-Dopyera & Dopyera, 1982; Peters, Neisworth, & Yawkey, 1985; Spodek, 1985). The National Academy for the Accreditation of Early Childhood Programs (1984) has specified voluntary criteria for high-quality programs, emphasizing such things as the availability of staff that encourages children to share personal experiences, ideas, and feelings or plans realisitic curriculum goals based on the assessment of individual needs and interests. The National Association for the Education of Young Children also encourages methods and materials which are developmentally appropriate for young children (Bredekamp, 1987).

Although early childhood programs in both Sweden and the United States emphasize individual development, Sweden, with its national goals, places more importance on group development and creative expression. Children are more involved in the day-to-day

situations in the multi-age groups and in activities related to care of the environment. In the United States, children are more often engaged in learning activities which will contribute to their individual cognitive development. Curricula and materials are more similar from program to program in Sweden, while local control contributes to much diversity in the United States.

Opportunities for creative expresssion as a cultural experience are also an important part of Swedish early childhood programs. For example, children's theater and informal play-acting are prominent. Making woven and molded products also provides satisfying experiences (Stenmalm, 1981).

Physical Environments for Young Children

In Sweden, a major national building initiative for early childhood programs took place in the 1970's. Three-winged buildings set in neighborhoods have connecting rooms for art, woodworking, movement, eating, and dramatic play. Outdoor learning areas are adjacent to each wing. Materials include natural products such as wood, modeling clay, and wool. Different-sized chairs and home-like furniture reflect the various ages of children present. Wooden floors, plants, and subdued colors contribute to a "soft" environment.

Insert Figure 3 about here.

In the United States, physical environments are diverse. Some programs are housed in large rooms with subdividers; others are in homes with separate rooms. Some programs are in the educational wings of churches; others are connected to public schools. Some centers have soft, open environments with subdued colors. In others, colors are bright with murals and paintings designed to stimulate young children. Materials often include plastic manipulatives, climbing equipment, animals, and "prop" kits with materials which children use to play the roles of adults in the community (Jones, 1977; Kritchevsky, 1977).

As they have similar curriculum and structure, early childhood programs in Sweden also have similar physical environments. A home-like feeling with serenity and orderliness is in contrast to many programs in the United States which are stimulating and colorful. We turn now to the detailed description of the study of parents' perceptions of early childhood programs in Sweden (Kronobergs Lan) and the United States (St. Louis County).

THE STUDY

Descriptions of the Counties

In addition to "sister" city and university exchanges, Kronobergs Lan, a county in Småland, Sweden and St. Louis County in Minnesota, United States share many common characteristics. They each have one larger city of over

50,000 people in an otherwise rural environment with small towns. Each has boggy peatlands and forestland with scattered small industries. In addition, both have small minority (less than five percent) populations.

Population and Sample

A stratified random sample of ten percent of the parents whose children were involved in early childhood programs was used for the distribution of surveys. Lists were obtained from the social services and education departments in the two counties. Approximately thirty percent of the surveys were returned in St. Louis County while fifty percent were returned in Kronobergs Lan. All types of programs were proportionately represented. See Table 1.

Insert Table 1 about here.

The respondents to the survey in both counties included substantially more females than males, with the highest percentage being over thirty years of age. Parents in the United States had higher mobility as evidenced in length of time in current home and proximity to grandparents. A greater percentage of United States' respondents were from minority cultures. See Table 2.

Insert Table 2 about here.

Methodology

A survey was developed, translated into both English and Swedish, and pilot tested and distributed in the two counties. The survey consisted of five major sections. Section one asked parents to respond to general attitude questions, questions related to such issues as government support of early childhood programs and the role of early childhood education in the society. Sections two through five asked parents to rate the importance of 1) different types of parental involvement, 2) various materials and activities for children, and 3) different types of caregiver interactions with children in early childhood programs. The results were tabulated and any differences tested for significancy using the X^2 statistic.

Results

Results of parents' general attitudes will be followed by reports of parent views related to involvement, materials, activities, and interactions. Results which indicate strong agreement as well as those in which there are significant differences will be given.

General Attitudes

Parents in both countries agree strongly that mothers deserve both careers and high quality child care and that early childhood programs should meet the individual needs of children in a non-competitive manner. They indicate that it is difficult to recognize high-quality child care.

There were also significant differences. Parents in the United States feel that early childhood programs are a support system for the family and increase parental confidence. In Sweden, parents feel that the government is more supportive of early childhood programs. See Table 3.

Insert Table 3 about here.

Parent Involvement in Early Childhood Programs

Parents in both counties think it is important to be able to visit a program at any time and to participate with the child. They differ significantly in two areas. United States parents think that written reports and newsletters are important, while Swedish parents prefer conferences. See Table 4.

Insert Table 4 about here.

Materials in Early Childhood Programs

Parents in both counties indicate they think books are important materials, while materials like puzzles, plants, animals, and books of poetry are not as important.

More parents in Sweden rate creative material (props, puppets, and musical instruments) and "high mobility"

materials (riding toys, woodworking equipment, and climbing apparatus) as important. In contrast, more parents in the United States view confining materials (coloring books and and lined paper) and technological equipment (videocassette recorders and computers) as important. See Table 5.

Insert Table 5 about here.

Activities in Early Childhood Programs

Self-choice, storytime, music, and cooking activities are viewed as important by parents in both counties. Writing (alphabet and language-experience stories), work-book, and multi-cultural activities are not considered as important.

More parents in the United States rate rote counting, stimulating physical environments, and community-based activities (taking field trips and using community resources) as important. More parents in Sweden rate creative dramatics as important. See Table 6.

Insert Table 6 about here.

Caregiver Actions in Early Childhood Programs

Parents in both counties indicate that is is important

to assist children in conversing with each other and to help them solve conflicts. Rated as not important is helping children study issues surrounding sex and death.

More in the United States parents rate children's complicance with adult expectations as important. More Swedish parents rate the extension of children's own actions as needed. See Table 7.

Insert Table 7 about here.

DISCUSSION AND SUMMARY

We turn finally to a discussion which relates societal similarities and differences to the results of the study.

Community Issues and the Results of the Study

The social safety net found in the Swedish society is evident. More parents in Kronobergs Lan than in St. Louis County feel that the government supports early childhood programs. Parents in the United States appear to value the support system of early childhood programs to build their confidence in child rearing. Greater mobility, coupled with the lack of national social insurance for families, lends added importance to the role of early childhood programs in serving as a "second family, a network of caring."

Ways to learn about the community differ in the two societies and this is reflected in the results. Parents in Sweden value creative dramatics (this means role-playing the daily tasks of life in doll play and household activities). Parents in the United States rate field trips into the community and use of community resource people as important. Playing the roles of adults, particularly related to the work world, is important. The success/achievement emphasis in the United States could be the reason the adult world is so prominent a focus in its early childhood programs.

The hierarchical structure of early childhood programs in Sweden may provide a set framework which allows more informality among parents and staff. Parents in Sweden value the conversational conferences. Perhaps, because there is so little conformity across programs in the United States, the parents desire more formal written reports and newsletters. It must also be noted that parents in both counties consider visitation and participation to be important.

Current concerns related to minority populations and sexual issues are found in both Sweden and the United States. In light of the recent immigration of refugees into Sweden and the pluralistic nature of the United States, it is surprising that multi-cultural education is not

thought important by parents in either county. Perhaps the small number of persons from minority backgrounds in each of the counties contributes to this result. Parents in both counties, perhaps because they are in conservative rural environments, also do not think sex or death education is important for young children.

Early Childhood Environments and the Results of the Study

The subdued, natural environments of early childhood programs in Sweden are viewed as important by Swedish parents. They rate woodworking as important, but do not so rate stimulating physical environments.

More exciting environments to arouse children's involvement are rated important by parents in the United States. These parents also value technology and they rate videocassette recorders and microcomputers as important. For many years, behavior modification, with its focus on external reinforcement and the shaping of actions, has been part of education in the United States. Solving problems through use of advanced technology has also been part of the macro-value system of the United States. These societal directions could partially explain the difference in views of the physical environment in each of the two countries.

Goals and Curricula in Early Childhood Programs and the Results of the Study

One of the most important differences in parents' perceptions of early childhood programs in the two counties is the emphasis

on child-centered, inner-directed interactions in Sweden compared to the conformist, outer-directed focus in the United States. Parents in Kronobergs Lan value props for creative expression, puppets, and musical instruments; they desire creative dramatics and caregiver interactions which extend what the child is doing and creative dramatics. Parents in St. Louis County, on the other hand, preferred coloring books and lined paper; they suggested that rote counting, following directions, and behaving correctly are important. Perhaps, when there is much fear, violence, and uncertainty about the future of a society, as in the United States, parents in that environment seek assurance in conformity and "following the rules." On the other hand, in a secure environment such as in Sweden, parents are free to value creative, inwardly initiated learning experiences.

Parents in both counties value caregiver actions which help the children resolve conflicts. Recent global events coupled with living in a nuclear age may influence the views of parents around the world. All children need to be able to deal with conflict through peaceful means. Futher on-site ethnographic research may document specific similarities and differences in the ways that early childhood caregivers facilitate group development in confrontational situations in each of the counties.

Concluding Remarks

This cross-cultural study has led to an appreciation of the influence of the macro-society on parents' views. From the emphasis on creative expression and government support of children and families in Sweden to conformity and use of technology in the United States, societal directions are evident.

Within specific early childhood programs, there are also opportunities for broadened perspectives. More use of natural materials, greater care of the physical environments, multi-age grouping, "doll play" curricula, and inner-directed creative expression may be Swedish contributions to the United States early childhood community. Parent education programs and a greater use of technology and community resources may be United States' contributions to Sweden.

Through cross-cultural study an interchange of ideas may result in enhanced programming for young children as early childhood caregivers learn about and adapt new ideas to their own interactions with children.

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Table 1.

Survey Distribution in St. Louis County (SLC) and Kronobergs Lan (KL).

Type of Program	Surveys Distributed	Surveys Returned	% Returned
St. Louis County			
Early Childhood Family Education	130	48	37
Child Care and Education-Group	140	74	53
Child Care and Education-Family	233	40	17
Headstart	40	24	60
Special Education/ Early Childhood	40	12	30
	583	198	34
Kronobergs Lan			
Nursery schools	25	10	40
Day nurseries (Child care)	133	72	54
Family Day Care	36	15	42
	194	97	50

Table 2.

A Comparison of Demographic Characteristics of Parent Respondents in St. Louis County (SLC) and Kronobergs Lan (KL)

Dimension	Percentages	
	SLC	KL
Sex		
Male	13.1	28.4
Female	86.9	71.6
Age		
Under 20	6.6	8.1
20-30	40.4	35.1
Over 30	51.0	55.4
Length of Time in Current Home		
Less than 1 year	31.1	18.7
2-5 years	58.1	25.8
Over 5 years	9.5	50.5
Proximity to Grandparents		
Within 10 miles	46.0	58.1
11-50 miles	15.2	28.4
Over 50 miles	38.8	10.8
Education		
Less than Secondary	9.1	21.6
Secondary	27.8	25.7
Post-secondary	63.1	52.7
Ethnicity		
Dominant	85.8	91.7
Minority	14.2	6.8

Table 3.

Comparison of General Attitudes of Parents in St. Louis County (SLC) and Kronobergs Lan (KL).

Agreement between SLC and KL

Statement	N	Percentage in Agreement SLC	KL
Early childhood programs should meet individual needs.	270	76.7	82.4
Mothers deserve careers and high quality child care.	267	68.2	61.0
It is easy to recognize high quality child care.	268	20.3	21.0

Significant differences between SLC and KL

	N	SLC	KL	df	X
Government supports early childhood programs.	267	10.3	37.8	1	11.34 **
Early childhood programs are a support system for family.	270	58.2	30.5	1	6.01 *
Early childhood programs increase parental confidence and hopefulness.	268	55.8	9.9	1	43.00 ***

* p .05
** p .01
***p .001

Table 4.

Comparison of Ratings of Types of Parent Involvement in St. Louis County (SLC) and Kronobergs Lan (KL).

Agreement between SLC and KL

Type of involvement	N	Percentage rate important SLC	KL
Visit any time	268	82.3	74.9
Participate with child	269	37.8	40.5

Significant differences between SLC and KL

	N	SLC	KL	df	X
Newsletter	268	63.4	30.6	1	21.54**
Written reports on child's prog.	270	39.4	8.1	1	23.77**
Parent conferences	267	35.1	56.2	1	8.93*

* p .05
**p .01

Table 5.

Comparison of Ratings of Types of Materials by Parents in St. Louis County (SLC) and Kronobergs Lan (KL).

Agreement between SLC and KL

Type of Material	N	Percentage rate important SLC	KL
Books	265	62.6	56.3
Plants	267	48.0	45.1
Puzzles	268	24.7	34.7
Animals	268	17.2	18.2
Poetry books	268	6.6	9.2

Significant differences between SLC and KL

	N	SLC	KL	df	X
Props for creative/ dramatic play	267	29.1	52.1	1	11.13**
Puppets and props	267	17.3	35.2	1	8.65**
Musical instruments	265	17.0	53.5	1	33.43**
Riding equipment	265	7.7	38.0	1	37.96**
Woodworking equipment	265	7.7	46.5	1	50.03**
Climbing equipment	263	9.4	43.7	1	37.96**
Coloring books	266	59.5	19.7	1	31.37**
Lined paper/pencils	268	63.3	36.1	1	14.67**
Videocassette record.	267	40.3	2.8	1	32.91**
Microcomputers	267	19.6	5.6	1	6.43*

* p .05
**p .01

Table 6.

Comparison of Ratings of Types of Activities by Parents in St. Louis County (SLC) and Kronobergs Lan (KL).

Agreement between SLC and KL

Type of Activity	N	Percentage rated important SLC	KL
Storytime	268	70.5	71.6
Self-choice activites	267	68.0	73.0
Music	268	53.2	50.0
Cooking activities	269	38.4	41.9

Significant differences between SLC and KL

	N	SLC	KL	df	X
Rote counting	267	62.1	20.5	1	6.46**
Stimulating physical environment	268	70.9	19.1	1	28.65**
Field trips	270	59.9	16.4	1	12.31**
Community resources	266	31.1	17.1	1	4.38*
Creative dramatics	267	26.4	61.1	1	3.93*

* p .05
**p .01

Table 7.

Comparison of Ratings of Types of Caregiver Actions by Parents in St. Louis County (SLC) and Kronobergs Lan (KL)

Agreement between SLC and KL

Type of Activity	N	Percentage rated important SLC	KL
Help child start conversations	268	68.9	68.3
Help child solve conflicts	267	72.2	68.9
Help child study sex, death issues	269	22.2	25.6

Significant differences between SLC and KL

	N	SLC	KL	df	X
Make children behave	267	59.4	28.6	1	18.42**
Follow adult directions	268	56.9	22.5	1	23.28**
Extend children's actions to meet their own needs	268	32.0	82.4	1	4.81*

* p .05
**p .01

Figure 1. Early Childhood Funding and Programs in Kronobergs Lan

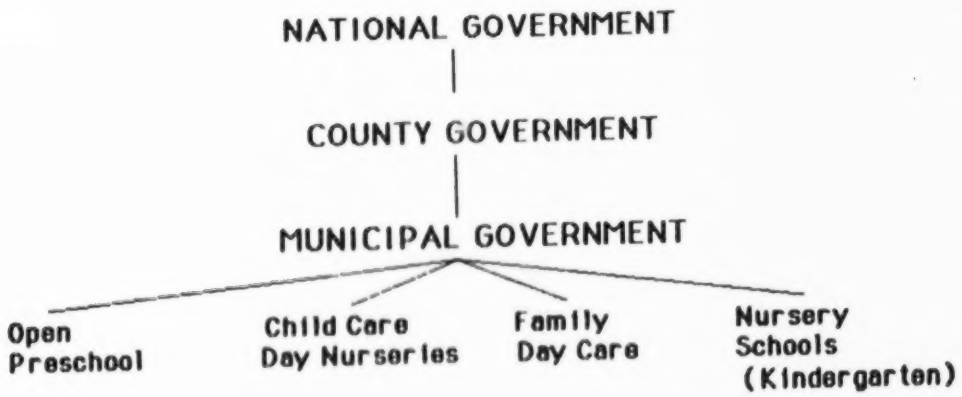

Figure 2. Early Childhood Funding and Programs in St. Louis County

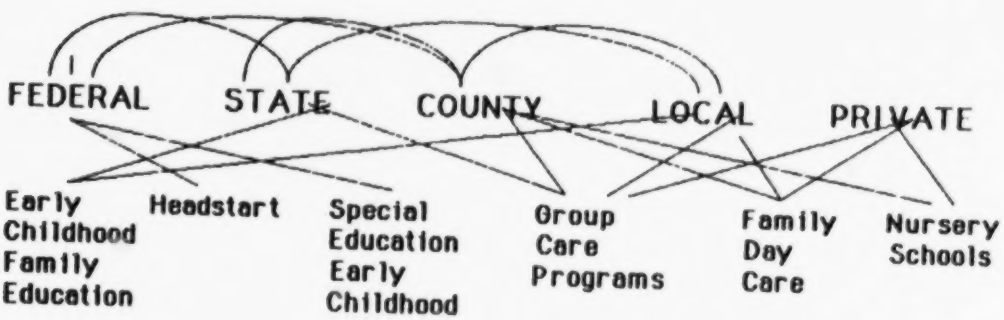

Figure 3. A Diagram of Goals, Content, and Methods in the Swedish Preschool

Figure 4. Physical Environments of Child Care Facilities in Sweden